



South Carolina
Department of Education

Together, we can.

Educational Interpreter Guidelines

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State Superintendent of Education**

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Acknowledgments

Until the publication of this guidelines document, South Carolina's public schools were given no specific direction regarding the qualifications of educational interpreters. The common practice, therefore, was that the individual districts determined what credentials they found necessary or desirable in the educational interpreters who would be working in their schools. As a result of the fact that all the districts were using a different set of hiring standards, the educational interpreting personnel who are employed in schools throughout the state vary considerably in ability, education, and interpreting skills competency.

In 1999, the South Carolina Association of the Deaf (SCAD), the South Carolina Registry for Interpreters for the Deaf (SC RID), and the South Carolina Department of Education (SDE) jointly expressed a concern with the provision of educational interpreting services in South Carolina. In 2001, the SDE formed the Standards for Educational Interpreting Taskforce to address issues specific to interpreting in educational settings. The members of the Taskforce, who brought to the effort the wide range of perspectives representative of their own particular areas of specialty, were the following:

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Greenville County Schools

In 2003, the Taskforce clearly identified and outlined training, personnel, competencies, and evaluation as the four key components to the effective provision of interpreting services and was ultimately discharged. From 2003 to 2005, through the work of Joseph Bath, SDE, Steve Fitzmaurice, SC RID/SCAD, and later, Mariann Carter, SDE, the SDE, Educational Interpreter Guidelines were framed and written.

The SDE is supportive of these educational interpreter guidelines and hopes that they will provide districts the information needed to provide effective educational interpreting services for their students who are deaf or hard of hearing. The SDE also very much appreciates the work accomplished by each member of the taskforce. Finally, the SDE is extremely thankful for the number of alliances it has been able to make with the many individuals and organizations involved in this process.

Introduction

The assurance of a free public education to students with disabilities began in the United States in 1973 with the passage of the Rehabilitation Act and its well-known Section 504—a broad civil rights law that protects the rights of individuals with disabilities in programs and activities that receive federal funding. In 1975, Congress passed Public Law 94-142, the Education of All Handicapped Children Act. Now codified as the Individuals with Disabilities Education Act (IDEA) of 2004, this legislation joins with the Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990 in notably strengthening the rights of individuals with disabilities. Together these laws have expanded the commitment of the nation as a whole to ensure for all people with disabilities the fullest possible degree of independent living, economic self-sufficiency, and active participation in society.

The IDEA requires that states make available to all children with disabilities a “free appropriate public education” (34 C.F.R. § 300.13), defining that term as the special education and related services that are provided to the child at public expense and in conformity with an individualized education program (IEP)—a written document specifying the special education and related services that the particular student needs to receive. Specifically regarding “the case of a child who is deaf or hard of hearing,” the IDEA stipulates that those persons who develop the IEP must “consider the child’s language and communication needs, opportunities for direct communications with peers and professional personnel in the child’s language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child’s language and communication mode (34 C.F.R. 300.346(a)(2)(iv)).

Both Section 504 and the IDEA emphasize the importance of educating children with disabilities in the “least restrictive environment” (34 C.F.R. § 300.550) and mandate that removal of a child with a disability from the regular educational environment should occur only if the child’s disability is so severe that he or she cannot be educated in regular classes with the use of supplementary aids and services. For deaf and hard of hearing students who have been placed in the general curriculum environment, educational interpreting—if determined necessary by the IEP team—is a related support service that allows them equal access to instruction in the overall school experience. Educational interpreting provides the critical communication channel that allow students who are deaf and hard of hearing to participate in the educational and social activities of the school and to interact meaningfully with hearing children, faculty, and other school personnel.

To address the statewide need to promote and provide accessible training opportunities, professional development meetings, and licensure assessments that measure and improve overall skills of educational interpreters, all schools and school districts are encouraged to

- support the implementation of the instrument known as the Educational Interpreter Performance Assessment (EIPA) to evaluate the sign language interpreting skills of individuals and to provide diagnostic information for the improvement of performance skills; and

- encourage the collaboration between the SDE and higher education to establish and maintain training programs to provide professional development activities for the purpose of improving the skill level and fluency of interpreted information.

Purpose of the SDE Educational Interpreter Guidelines

The purpose of these guidelines is to aid public schools in providing appropriate educational interpreting services to children who are deaf or hard of hearing. This document is intended to provide assistance to school districts, school administrators, teachers, educational interpreters, parents, and other members of the education team by serving as a resource. This document provides vital information regarding best practices in educational interpreting areas such as ethical conduct, roles, and responsibilities of the educational interpreter and the qualifications that an educational interpreter needs.

What Is an Interpreter?

An interpreter is someone who changes a message from one language to another, conveying all essential elements of meaning and maintaining language equivalence. Interpreting is a highly sophisticated and demanding mental task involving complex thinking and analytical strategies. Such complex mental tasks and bi-modal channels (aural/oral and visual/gestural) of communication requires rapid mental processing, good working memory, the ability to sustain concentration under stress, and excellent predicting and closure skills.

For the purposes of this document, the term “interpreter” or “educational interpreter” refers specifically to *any* individual who facilitates communication in a preK–12 educational setting.

Developing Standards for Educational Interpreting

For students with hearing impairments, access to the general curriculum can necessitate the related services of an educational interpreter who is qualified. The SDE recognizes that more children are gaining access into general education classrooms. Therefore, the discipline of educational interpreting as a career is relatively new. Consequently, school districts can be unclear about the kinds of training and variety of skills that are needed to qualify someone as an educational interpreter.

In response to the apparent need in addressing quality services in educational interpreting, the SDE has established and recommends these guidelines as a tool to ensure qualified educational interpreters in the public school setting.

In the absence of an explicit statement regarding an interpreter’s minimum qualifications, the definition of a qualified interpreter as set forth in the ADA would apply to public schools. The ADA defines a “qualified interpreter” as one “who is able to interpret effectively, accurately, and impartially both receptively and expressively, using any necessary specialized vocabulary” (28 C.F.R. § 35.104).

In an effort to develop a comprehensive document, the taskforce consulted numerous resources developed by other states and organizations. Specific material from following sources is used extensively throughout this document:

AVLIC. 1992. *Interpreters in the Educational Setting: A Resource Document*. Edmonton, Alberta: Association of Visual Language Interpreters of Canada.

Boys Town National Research Hospital. 2006a. "Classroom Interpreters."

<http://www.classroominterpreting.org/Interpreters/index.asp>.

———. 2006b. "Educational Interpreter Performance Assessment: EIPA Rating System." <http://www.classroominterpreting.org/EIPA/performance/rating.asp>.

———. 2006c. "Educational Interpreter Performance Assessment." <http://www.boystownhospital.org/EIPA/index.asp>.

———. 2006d. "EIPA Guidelines for Professional Conduct." <http://www.classroominterpreting.org/EIPA/guidelines/index.asp>.

———. 2006e. "EIPA Written Test and Knowledge Standards: Content Knowledge Standards." <http://www.classroominterpreting.com/EIPA/standards/contentstandards.asp>.

Florida Department of Education. 2001. *Educational Interpreter/Transliterator Standards 2001*. Tallahassee: Florida Department of Education. <http://www.firn.edu/doe/bin00014/pdf/interp-1.pdf>

Kansas State Department of Education. 2003. *Kansas Guidelines for Interpreters in the Educational Setting for Students Who Are Deaf and Hard-of-Hearing*. Topeka: Kansas State Department of Education. Available online at <http://www.kansped.org/ksde/resources/interpguide.pdf>.

National Association of the Deaf and Registry of Interpreters for the Deaf. 2005. *NAD-RID Code of Professional Conduct*. <http://www.rid.org/codeofethics.pdf>.

Nebraska Department of Education. 2002. *Guidelines for Educational Interpreters*. <http://www.nde.state.ne.us/SPED/schsupport/interp.pdf>.

New Jersey Department of Education. 1994. *Guidelines for Educational Interpreting*. Trenton: New Jersey Department of Education.

Oregon Department of Education. 2001. *Oregon Guidelines: Educational Interpreting for Students Who Are Deaf*. Salem: Oregon Department of Education. Available online at <http://www.ode.state.or.us/groups/supportstaff/specializedservices/deafblind/guidelinesfordeaf.pdf>

Registry of Interpreters for the Deaf. 2000. *Interpreting in Educational Settings (K–12)*. Standard Practice Paper. <http://www.rid.org/124.pdf>.

———. 2006. "Explanation of Certificates." <http://www.rid.org/expl.html>.

Stuckless, E. Ross, Joseph C. Avery, and T. Alan Hurwitz, eds. 1989. *Educational Interpreting for Deaf Students: Report of the National Task Force on Educational Interpreting*. Rochester, NY: Rochester Institute of Technology.

The Role of the Educational Interpreter

For the purposes of this document, the term “educational interpreter” applies to educational interpreters, educational transliterators, and *any other professional* who provides communication facilitation to students who are deaf or hard of hearing.

The fundamental role of interpreters, regardless of specialty or place of employment, is to facilitate communication between deaf and hard of hearing persons and others. The Association of Visual Language Interpreters of Canada (AVLIC) sums up the function of an educational interpreter:

The educational interpreter functions as an integral part of the education team by commenting on the interpreting process (including the students’ language preferences and skills) and contributing to the discussion of the appropriateness of interpreting services within a particular placement. Interpreters also help to educate others about interpreting by participating in workshops and inservices as a facilitator or as a participant.

While engaged in interpreting, interpreters should not be asked to interrupt this activity in order to perform some other task. . . . Interpreting should take priority. . . the teacher must be cognizant of the fact that if the educational interpreter is out of the classroom, the student’s access to communication will be severely hindered. Incidental learning often takes place in the classroom, thus the rationale for interpreters to be easily accessible.

The National Task Force on Educational Interpreting stresses that “the educational interpreter’s primary role and first priority is as an interpreter. While engaged in interpreting, he or she should not be asked to interrupt this activity in order to perform some other task. Similarly, when the need arises for both interpreting and some other task, interpreting should take priority. . . . The role of the educational interpreter should *not* include classroom management, i.e., formal instruction or classroom supervision.”

Position Title

While the position title “paraprofessional” has sometimes been given to educational interpreters, the position requirements for paraprofessionals under the No Child Left Behind Act (NCLBA), Title II requirements are contrary to the role and requirements for educational interpreters (see *NCLBA Title II Paraprofessionals: Non-Regulatory Guidance*, U.S. Department of Education, March 2004, online at <http://www.ed.gov/policy/elsec/guid/paraguidance.pdf>). An individual who provides interpreting services in a preK–12 setting is a professional, and the most appropriate title for any individual providing communication facilitation to a student who is deaf or hard of hearing is “educational interpreter.” Although professional interpreters, like paraprofessionals, do have supporting roles in the educational setting, use of the term “paraprofessional,” “aide,” and “tutor” should be avoided in position titles of educational interpreters. The primary responsibility of the interpreter is to provide communication access.

Educational Interpreter Competencies

Providing interpreting services requires a highly specialized set of skills, knowledge, training, and expertise. Educational interpreters need to be highly qualified in both skill-based competencies and knowledge-based competencies (see appendixes A and B).

Educational Interpreter Responsibilities

The central responsibilities of educational interpreters are the following:

- Accurately interpreting all spoken messages and signed messages—including the subtlety and nuances that the speaker conveys—without censorship.
- Conveying students' questions or replies to questions to the teacher and the class in the language level used by the student.
- Honoring the role of interpreter during the interpreting process.
- Adhering to the Registry of Interpreters for the Deaf (RID) and the Educational Interpreter Performance Assessment (EIPA) Codes of Professional Conduct (see appendix C).
- Maintaining the confidentiality of information regarding students such as grades, behavior, and personal information. Interpreters function as an integral part of the education team and therefore may have access to certain information that may be discussed within an education team meeting but must be kept confidential within that setting.
- Encouraging teachers, staff members, peers, and students who are deaf or hard of hearing to speak directly to one another while the educational interpreter is signing what is being said.
- Acknowledging that each class has its own procedures and technical language; understanding material; and interpreting the subject (e.g., health education class, school counseling services) without personal bias or emotion.
- Interpreting questions on a test while ensuring that the answers are not divulged.
- Previewing new class material and becoming familiar with it.
- Consulting with the student who is deaf or hard of hearing and with members of the deaf and hard of hearing community and/or the interpreting community regarding appropriate signs for new or technical terminology in order to avoid introducing erroneous sign vocabulary.
- Translating a student's signed message into English word order to assist with the development of the student's written English skills.
- Positioning themselves close to the teacher in order for the student to be able to view both with ease.
- Dressing appropriately in order to reduce the eye strain of the student who is deaf or hard of hearing.

- Being available to provide information about the dynamics of interpreting at educational conferences, IEP review meetings, and parent-teacher interviews.
- Assisting school staff and other individuals by providing information or referring them to other sources on deaf culture and sign language.
- Staying current on developments in the interpreting profession by maintaining memberships in professional interpreter organizations.
- Identifying conflicts of interest and, in consultation with school administration, having in place strategies for dealing with conflicts should they arise.
- Maintaining knowledge of school and classroom rules.

Codes of Professional Conduct

As with any profession, especially one that involves students, there are certain ethical standards educational interpreters must abide by. Ethical standards guide decision making and appropriate professional behavior in interpreting and in the school environment. The NAD-RID Code of Professional Conduct was developed to uphold high standards of professionalism and ethical conduct for interpreters. The EIPA's Guidelines for Professional Conduct focus specifically on the K–12 educational setting and is in compliance with educational laws and practices in public school settings.

The tenets of these codes of professional conduct are to be viewed holistically and as a guide to professional behavior. It is the obligation of every interpreter to exercise judgment, employ critical thinking, apply the benefits of practical experience, and reflect on past actions in the practice of their profession. The guiding principles in this document represent the concepts of confidentiality, linguistic and professional competence, impartiality, professional growth and development, ethical business practices, and the rights of participants in interpreted situations to informed choice. The driving force behind the guiding principles is the notion that the interpreter will do no harm. Both the NAD-RID and EIPA professional conduct codes appear in appendix C.

Preparation Time

To make effective use of preparation time, educational interpreters must have access to copies of texts, scripts, notes, and videotapes so that they may become familiar with vocabulary and language usage. Educational interpreters need adequate time and appropriate space for preparation, which involves such tasks as pre-reading and previewing the instructional materials (videos and class presentations, for example) so that the interpreter is able to interpret the materials accurately to the students. Interpreters also need time for consultation with teachers and other members of the education team. Preparation time allows the educational interpreter to perform the interpreting task effectively, thereby enhancing the education of the student who is deaf or hard of hearing.

Physical Environment

It is important for educational interpreters to assume the responsibility for ensuring a suitable physical environment for classroom interpreting as well as for interpreting in other educationally related situations. Such factors as lighting and seating as well as the appropriate distance and positioning for a comfortable and unobstructed view need particularly to be addressed. Educational interpreters also need to ensure that any modification of the physical environment is mutually agreeable to the teacher, the interpreter, and, as appropriate, the student.

An educational interpreter may be positioned in one of two main ways:

- sitting (when appropriate) or standing in direct line with the student and teacher so that the student, by shifting his or her gaze, can see the teacher, the board or overhead screen, and the interpreter or
- following, or “shadowing,” the teacher who uses the board and visual aids around the classroom for demonstration so that the student is able to see the teacher, the interpreter, and the visual aid at the same time.

Educational Interpreter’s Role on the Education Team

As an integral part of the education team, the interpreter should attend all education team meetings to comment on interpreter-related issues, communication preferences, the student’s use of interpreting services, and cross-cultural communication.

These are some other appropriate topics an educational interpreter may address to, in, or during education team meetings:

- Does the student who is deaf or hard of hearing attend to the interpreter?
- How does the student who is deaf or hard of hearing sign (American Sign Language, Contact Signed English, Manually Coded English)?
- How does the student communicate with the teacher, other school personnel, and peers?

It is imperative that the educational interpreter not discuss the student’s progress or behavior in the classroom and instead direct his or her questions regarding the student’s school performance and behavior to the appropriate school personnel—the student’s teacher or the supervising teacher.

Because the educational interpreter is expected to participate as an active team member at IEP team meetings, he or she cannot provide interpreting services at such a meeting. If an IEP team meeting requires interpreting services, a second interpreter must be secured to facilitate the communication.

The educational interpreter, as a member of the education team, must also be prepared to participate in workshops at the beginning of the school year to explain to faculty and staff the roles and responsibilities of an educational interpreter within the educational process.

Special Considerations

In accordance to district policies and procedures educational interpreters should never take on the responsibility of the teacher for management of the class or other duties. The educational interpreter's duties should be consistent with the given position description.

If an interpreting situation is complex and requires intense interpreting, educational interpreters must be prepared to discuss special considerations such as arranging for a team interpreter and taking more frequent short breaks than normally would be required.

Educational interpreters must also plan ahead and make appropriate arrangements for off-school property trips—obtaining scripts, establishing appropriate placements for community performances, and negotiating the physical environment, for example.

Tutoring Services

Despite the fact that there is direct communication and a rapport established between an educational interpreter and the student who is deaf or hard of hearing, it is not best practice to have educational interpreters function as a tutor. The role, qualifications, and professional standards of an educational interpreter and tutor are clearly differentiated within federal education statutes. Educational interpreters are not subject to the paraprofessional qualifications identified in NCLBA. Educational interpreters that are asked to perform tutoring tasks in an inclusion, resource, or self-contained environment, as identified within the students' IEP, are then subject to both NCLBA paraprofessional qualifications as described in NCLBA Title II, and educational interpreting standards.

When a district decides to have tutoring provided by a highly qualified paraprofessional who is also an educational interpreter, these services must be clearly outlined in the students' IEP including stated goals and objectives, time of services, and clear definitions of expectations. When an educational interpreter is asked to perform both job functions it is crucial that the difference between these roles be made explicit to all IEP members and may require added clarification to the student who is receiving both services by the same individual. Districts are cautioned when using educational interpreters as tutors with one student. Careful and structured planning is strongly recommended in this situation to ensure success to the student who may be receiving dual services from one provider.

Therefore, in accordance with the requirements of the NCLBA and the SDE, the following conditions must be met:

- The tutor is dedicated to a particular student or students and not to a classroom in general.
- Tutoring must be scheduled at a time when the student is not receiving instruction from a teacher.
- Role differences between the duties of the educational interpreter and the tutor are clearly defined for all parties.
- Tutoring must be conducted under the direction of a highly qualified certified teacher.
- Materials and activities should be provided by the teachers.
- Tutors are aware of the objectives for the specific subjects in the IEP.
- Tutors provide information regarding student's progress to the teacher.
- Tutors follow established guidelines for behavioral intervention while tutoring the student.
- Teachers must provide the tutor with materials and activities to be completed during tutoring sessions.
- Teachers communicate with other teachers regarding tutoring assignments.
- There are clearly outlined procedures the tutor should follow when reviewing notes from the note taker.

Professional Development

The educational interpreter under the supervision of an administrator should develop and review annually a professional development plan that addresses the educational interpreter's professional growth and development. A sample professional development plan for educational interpreters can be found in appendix E.

Planned professional development activities should be available to educational interpreters, just as they are to teachers and other school employees. Professional development days should be allocated in each educational interpreter's work schedule. In addition to activities for all professional staff, educational interpreters need to attend professional development events that focus on attaining the goals and objectives identified in the educational interpreter's plan. School districts should provide educational interpreters with the financial assistance necessary for them to pursue further training and to participate in professional development opportunities.

Interpreter Absences

An educational interpreter must adhere to district policies on reporting to the administration and notifying the teachers in advance when he or she will be absent from school and must take the responsibility for arranging for substitute interpreters when needed. Accordingly, educational interpreters should assist districts in developing a list of qualified substitute interpreters and maintaining a substitute interpreter folder that includes, but is not limited to, the following:

- class schedule,
- emergency information,
- placement positions,
- special assignments,
- map of the school,
- mode of communication,
- sign choices for vocabulary agreed upon by the student and educational interpreter, and
- summary sheet for substitute interpreter's feedback about the day.

The Role of Administrators

Educational Interpreter Competencies

Providing interpreting services requires a highly specialized set of skills, knowledge, training, and expertise. Educational interpreters need to be highly qualified in both skill-based competencies and knowledge-based competencies. For a summary list of educational interpreter skill-based and knowledge-based competencies, see appendixes A and B.

Hiring Educational Interpreters

For assistance in the recruitment of educational interpreters, contact may be made with interpreter training programs, interpreting service agencies, and interpreter organizations in the region. A current listing of such resources may be acquired from the SDE's Office of Exceptional Children.

Interview

Applications should be screened by staff members or consultants who are knowledgeable about deaf culture and the profession of sign language interpreting in an educational setting.

The interview panel should include persons (deaf or hard of hearing and hearing) who are knowledgeable about the process of interpreting in educational settings and understand the guidelines outlined regarding qualifications.

As part of the interview process the candidate should be required to demonstrate expressive and receptive interpreting skills in the presence of an effective judge of such skills. If the expertise is not available within the district, then contact the SDE's Office of Exceptional Children for a current list of resources.

Position Description and Salary Recommendations

For assistance in developing an educational interpreter job description and salary scale, see the appendices.

Supervision

The supervision of educational interpreters falls within two distinct areas:

- **Administrative Supervision**

The principal or a special education administrator should be responsible for supervising the educational interpreter in the performance of his or her professional duties. Other available individuals within the school district can be responsible for monitoring other aspects of the interpreter's performance such as those involving district policies and procedures.

- **Performance Evaluation**

An individual who has expertise in the provision of interpreting services should be responsible for evaluating the educational interpreter's job performance. School district personnel (e.g., teachers of the deaf and hard of hearing, administrators) often do not have the capability to evaluate the interpreting skills and competencies. To evaluate the interpreting aspect of the job, it is strongly recommended that the services of a credentialed interpreter with evaluation skills and experience be secured on a periodic basis (annually or biannually) to observe the educational interpreter, assess skills, and recommend professional development.

Both administrative supervisors and performance evaluators are given the responsibility of monitoring an educational interpreter's professional development plan. A sample of a recommended professional development plan can be found in appendix E.

This dual supervision will enable districts to ensure that students who are deaf or hard of hearing have access to appropriate and effective communication. Districts seeking performance supervisors for educational interpreters should contact the SDE's Office of Exceptional Children for a current list of resources.

Codes of Professional Conduct

As with any profession, especially one that involves students, there are certain ethical standards educational interpreters must abide by. Ethical standards guide decision making and appropriate professional behavior in interpreting and in the school environment.

The RID Code of Professional Conduct was developed to uphold high standards of professionalism and ethical conduct for interpreters. Embodied in the Code of Professional Conduct are seven tenets setting forth guiding principles. The EIPA Guidelines for Professional Conduct focuses specifically on the K–12 educational setting and is in compliance with educational laws and practices in public school settings.

The tenets of these codes of professional conduct are to be viewed holistically and as a guide to professional behavior. It is the obligation of every interpreter to exercise judgment, employ critical thinking, apply the benefits of practical experience, and reflect on past actions in the practice of their profession. The guiding principles in this document represent the concepts of confidentiality, linguistic and professional competence, impartiality, professional growth and development, ethical business practices, and the rights of participants in interpreted situations to informed choices. The driving force behind the guiding principles is the notion that the interpreter will do no harm.

Both the RID and EIPA Codes of Professional Conduct can be found in appendix C.

Facilitating Educational Interpreting Services

Effectively implementing interpreting services is one of the critical roles of the administrator. The administrator must actively understand the role of an educational interpreter, support interpreting staff, and facilitate the effective use of interpreting services. For guidance on facilitating educational interpreting services, administrators should examine appendixes D, F, and I.

Preparation Time

Administrators need to ensure that interpreters have adequate time and appropriate space for preparation. Preparation activities include the pre-reading and previewing of instructional materials such as technical vocabulary, videos, dramatic presentations, class presentations, and guest speakers in order for the interpreter to analyze the content of the material for accurate interpretation. Preparation time should also be used for consultation with teachers and other members of the education team. Additionally, administrators need to guarantee that educational interpreters have access to copies of texts, scripts, notes and video tapes to become familiar with vocabulary and language usage.

Schedule

A schedule that clearly outlines the educational interpreter's work activities, including adequate preparation time, should exist. To avoid both fatigue and reduction of effectiveness, the interpreter should not be asked to interpret continuously for longer than 40 to 60 minutes. Interpreters require a five- to ten-minute break each hour. If lectures or presentations are complex and intensive in nature or exceed one hour without a break, the team approach [using two interpreters] should be used. Prolonged interpreting without a break severely compromises the quality of the interpreted message and introduces a health risk for interpreters in the form of repetitive strain injuries, including carpal tunnel syndrome, overuse syndrome, and tendonitis.

Tutoring Services

Despite the fact that there is direct communication and rapport established between an educational interpreter and the student who is deaf or hard of hearing, it is not best practice to have educational interpreters function as a tutor. The role, qualifications, and professional standards of an educational interpreter and tutor are clearly differentiated within federal education statutes. Educational interpreters are not subject to the paraprofessional qualifications identified in the NCLBA. Educational interpreters that are asked to perform tutoring tasks in an inclusion, resource, or self-contained environment, as identified within the students' IEP, are then subject to both NCLBA paraprofessional qualifications as described in NCLBA Title II and educational interpreting standards.

When a district decides to have tutoring provided by a highly qualified paraprofessional who is an educational interpreter, these services must be clearly outlined in the students' IEP through stated goals and objectives, time of services, and clear definitions

of expectations. When an educational interpreter is asked to perform both job functions it is crucial that the difference between these roles be made explicit to all IEP members and may require added clarification to the student who is receiving both services by the same individual. Districts are cautioned when using educational interpreters as tutors with one student. Careful and structured planning is strongly recommended in this situation to ensure success to the student who may be receiving dual services from one provider.

Therefore in accordance with the requirements of the NCLBA and the SDE, the following conditions must be met:

- The tutor must be dedicated to a particular student or students and not to a classroom in general.
- Tutoring must be scheduled at a time when the student is not receiving instruction from a teacher.
- Role differences between the duties of the educational interpreter and the tutor are clearly defined for all parties.
- Tutoring must be conducted under the direction of a highly qualified certified teacher.
- Materials and activities should be provided by the teachers.
- Tutors are aware of the objectives for the specific subjects in the IEP.
- Tutors provide information regarding student's progress to the teacher.
- Tutors follow established guidelines for behavioral intervention while tutoring the student.
- Teachers must provide the tutor with materials and activities to be completed during tutoring sessions.
- Teachers communicate with other teachers regarding tutoring assignments.
- There are clearly outlined procedures the tutor should follow when reviewing notes from the note taker.

Professional Development

The educational interpreter under the supervision of an administrator should develop and review annually a professional development plan which addresses the educational interpreter's professional growth and development. Further information on professional development for educational interpreters can be found in appendix E.

Physical Environment

It is important for administrators to support educational interpreters as they assume responsibility for appropriate distance, seating, lighting, positioning and identifying

suitable space for unobstructed classroom interpreting, as well as during other educationally related situations. A comfortable and effective physical environment should be agreed upon by the teacher and educational interpreter, and by the student when appropriate.

An educational interpreter may be positioned in one of two main ways:

- sitting (when appropriate) or standing in direct line with the student and teacher so that the student, by shifting his or her gaze, can see the teacher, the board or overhead screen, and the interpreter or
- following, or “shadowing,” the teacher who uses the board and visual aids around the classroom for demonstration so that the student to see the teacher, the interpreter, and the visual aid at the same time.

Special Considerations

In accordance to district policies and procedures educational interpreters should never take on the responsibility of the teacher for management of the class or other duties. The educational interpreter’s duties should be consistent with the position description.

Administrators should support educational interpreters as they make appropriate arrangements for off-school property trips. Examples of this include obtaining scripts, establishing appropriate placements for community performances, and negotiating the physical environment.

Substitute Interpreters

Administrators must ensure that provisions are in place in the event that the educational interpreter is absent. A list of previously screened substitute interpreters and/or local interpreting service providers should be available. It is also imperative that the educational interpreter is made aware of the appropriate procedure for informing the administration when he or she will be taking professional, personal, or sick leave from school. It is the responsibility of the school district or the immediate supervisor to contact substitute interpreters. Each educational interpreter should have a substitute interpreter file that contains, *at a minimum*, the following information:

- class schedule,
- emergency information,
- placement positions,
- special assignments,
- map of the school,
- mode of communication,
- sign choices for vocabulary agreed upon by the student and educational interpreter, and
- summary sheet for substitute interpreter’s feedback about the day.

Position Descriptions

Position Title

Educational Interpreter

Position Duties and Responsibilities

The educational interpreter's primary function is to

- provide interpreting services for students who are deaf or hard of hearing, classmates, educational staff and others involved in the education setting;
- provide interpreting for other activities during the regularly scheduled school day as needed (i.e. field trips, IEP meetings, etc.);
- prepare for interpreting (e.g., becoming familiar with the physical environment, reviewing subject area vocabulary and concepts);
- participate in education team meetings; and
- attend all faculty and/or staff meetings.

Numerous position descriptions contain statements such as "other duties as assigned." It is imperative then when developing position descriptions for educational interpreters, administrators ensure that such statements be rephrased to read "other related duties." It also needs to be ensured that these other duties do not interfere with the delivery of interpreting services.

For a sample position description, see appendix G.

Minimum Qualifications

To provide interpreting services for a student who is deaf or hard of hearing requires an educational interpreter to show evidence of

- a high school diploma,
- fluency in both English and Sign Language,
- adherence to the professional codes of conduct,
- ability to effectively interpret through verified EIPA Performance Evaluation and/or national certification (see appendix A), and
- basic knowledge standards for educational interpreters through verified EIPA Written Assessment results (See appendix B).

Preferred Qualifications

Overall, highly qualified educational interpreters should

- have graduated from an interpreter training program (ITP),
- hold a baccalaureate degree, and

- hold national certification or exceed an Educational Interpreter Performance Assessment (EIPA) score of 3.5.

Finally, it is also imperative that educational interpreters remain current and knowledgeable on language expansions and trends in their profession. The success of any student who is deaf or hard of hearing depends on the effectiveness of communication in the educational setting. One way administrators can ensure that educational interpreters are remaining current in their profession is to require that they maintain membership in professional interpreter and deaf related organizations such as SC RID, SCAD, RID, or the National Association of the Deaf (NAD). Educational interpreters should be actively attending in-service activities, engaging in academic coursework, or reassessing interpreting skills through the Educational Interpreter Performance Assessment (EIPA), Educational Interpreter Performance Assessment Written Test (EIPA:WT), or the RID testing processes.

Salary Recommendations

Providing interpreting services requires a highly specialized set of skills, training, and expertise. As a result, interpreters are a unique and specially trained group of professionals and therefore need to be compensated appropriately according to market rates commensurate with their training and experience. For a sample salary schedule, see appendix H.

Professional Development

Planned professional development and training opportunities should be available to educational interpreters, just as they are to teachers and other school employees. Professional development days should be allotted in each educational interpreter's work schedule. In addition to activities for all professional staff, educational interpreters need to attend professional development events that focus on attaining the goals and objectives identified in the educational interpreter's professional development plan.

Professional development plans for educational interpreters focus on content, professional service, and interpreting methods/assessment. The following outlines some appropriate professional development goals under each development area:

Content

- theory of interpreting
- educational interpreter knowledge competencies as identified in appendix B
- general curriculum
- successfully complete an EIPA knowledge assessment

Professional Service

- serve on a SC RID committee
- serve on SC RID Board of Directors
- serve on a RID national committee
- serve on a RID regional committee
- serve on the RID Board of Directors
- present at a state, regional, or national conference

Interpreting Methods/Assessment

- complete a RID Performance Certification Examination
- successfully complete a RID Written Examination
- successfully complete an EIPA Performance Assessment
- successfully complete an EIPA Knowledge Assessment
- improve three educational interpreter skill competencies that relate to interpreting performance as identified in appendix A
- attend professional development opportunities that focus on skill-based competencies identified in appendix A

Sample professional development plans and paperwork for educational interpreters can be found in appendix E. For information on professional development opportunities for educational interpreters, contact the SDE's Office of Exceptional Children.

The Role of the Education Team

Education Team Meetings

In the educational setting, the teacher, the educational interpreter, the administrator, the parents, and the student all share in the responsibility for making communication successful.

As an integral part of the education team, the educational interpreter should attend all education team meetings—which may include IEP meetings, Section 504 meetings, and general teacher conference meetings—to comment on interpreter-related issues, communication preferences, and general use of the interpreter. The following are some other appropriate issues that an educational interpreter may address:

- Does the student who is deaf or hard of hearing attend to the interpreter in the educational setting?
- How does the student who is deaf or hard of hearing sign (e.g., American Sign Language, Contact Signed English, and Manually Coded English)?
- How does the student communicate with the teacher, other school personnel, and his or her peers?

It is imperative that the educational interpreter not discuss the student's progress or behavior in the classroom and shall direct questions on school performance to the appropriate school personnel (e.g., teacher, counselor, principal).

IEP Team Meetings

Because the educational interpreter is expected to participate in an IEP team meeting as an active team member, he or she is unable to provide interpreting services at the IEP meeting. If an IEP team meeting requires interpreting services, a second interpreter must be secured to facilitate communication.

Note-Taking Services

As an additional related service to educational interpreting, education teams need to ensure that note-taking services are included within the IEP of each student who is deaf or hard of hearing, when appropriate. For further information on note-taking services contact the SDE's Office of Exceptional Children.

The Role of the Classroom Teacher

Effectively implementing interpreting services is one of the critical roles of the classroom teacher. The teacher must understand the role of an educational interpreter and facilitate the effective use of interpreting services. Primarily, the classroom teacher may need to make accommodations in the following ways:

- provide the educational interpreter with the opportunity to review weekly lesson plans so that he or she becomes familiar with topics, concepts, and sign vocabulary that will be introduced to the students;
- provide the educational interpreter with copies of texts and supplementary materials (including video and audio tapes) to assist in interpreting preparation;
- obtain information from the child's case manager regarding roles and responsibilities of an educational interpreter and have them included with the substitute teacher's file;
- direct questions regarding the students' academic progress to the case manager, teacher of the deaf and hard of hearing, and/or resource teacher, *not* the educational interpreter;
- direct questions regarding interpreting to the educational interpreter, privately or after class;
- do not ask the educational interpreter to engage in tasks other than interpreting in the classroom;
- maintain responsibility for discipline for *all* students in the class, including the student who is deaf or hard of hearing; and
- notify the educational interpreter if there are questions regarding communication with the student.

For further information on working with an educational interpreter and tips on working with students who are deaf or hard of hearing, see appendixes D and I.

The Role of the Student Who Is Deaf or Hard of Hearing

It is a misconception that a student who is deaf or hard of hearing will automatically know how to access interpreter services. Students who need interpreters must learn how to use interpreting services as part of the educational process. Some students may need to be directed by the teacher to attend to the interpreted information. Other students may be more familiar with utilizing an interpreter, but may need assistance identifying their interpreting needs in various settings.

Students who are deaf or hard of hearing need to

- be aware that all information that is signed publicly will be stated in equivalent English by the educational interpreter;
- notify the teacher and the educational interpreter if seating, lighting, or sound in the room is causing problems with communication;
- help the educational interpreter or teacher in preparing a workshop for school staff and/or the student body on how to use an interpreter and ensure integration into the school community;
- tell the teachers and the educational interpreter their communication preference for answering questions in class (that is, the students using their own voice for answering questions and/or asking the interpreter to voice the answers for them); and
- follow the rules of the particular school and classroom unless otherwise addressed in the student's IEP.

Further description of the role of the student who is deaf or hard of hearing is provided in appendixes D and J.

The Responsibilities of Parents

Parents of Students Who Are Deaf or Hard of Hearing

Parents have an important role in educational planning for students who receive special education services. The parents of a student who will have the services of an educational interpreter should participate in the following ways with regard to the determination of how and when services will be delivered to their child:

- taking an active role in the development of their child's IEP, which may include adding interpreting and note-taking services;
- taking an active role in the determination of their child's choice mode of communication or language;
- conferring with the administrator and teacher *only* (not the educational interpreter) to monitor their child's progress;
- discussing their questions about interpreting services with the teacher or administrator; and
- providing the education team with information regarding the communication modes and style their child uses at home and with peers.

Parents Who Are Deaf or Hard of Hearing

Parents who are deaf or hard of hearing—whether their child is deaf, hard of hearing, or hearing—are eligible for interpreting services under the Section 504 of the ADA. School districts often raise questions regarding the district's responsibility for providing interpreting services to deaf parents of hearing children. In response to these concerns, the United States Department of Justice affirmed the district's responsibilities, relating them to compliance with the ADA:

Some commenters asked for clarification about the responsibilities of public school systems under section 504 and the ADA with respect to programs, services, and activities that are not covered by the Individuals with Disabilities Education Act (IDEA), including, for example, programs open to parents or to the public, graduation ceremonies, parent-teacher organization meetings, plays and other events open to the public, and adult education classes. Public school systems must comply with the ADA in all of their services, programs, or activities, including those that are open to parents or to the public. For instance, public school systems must provide program accessibility to parents and guardians with disabilities to these programs, activities, or services, and appropriate auxiliary aids and services whenever necessary to ensure effective communication, as long as the provision of the auxiliary aids results neither in an undue burden or in a fundamental alteration of the program. (28 C.F.R. § 35.102)

In other words, federal law mandates that school districts provide interpreters for deaf or hard of hearing parents at school activities such as concerts, parent-teacher meetings, and graduations. Under the ADA, an individual who provides interpreting services in these situations must be "an interpreter who is able to interpret effectively, accurately, and impartially both receptively and expressively, using any necessary specialized vocabulary" (28 C.F.R. § 35.104).

Educational interpreters who meet the qualifications contained within this definition may be able to interpret in these situations. However, if educational interpreters do not possess the requisite skills to perform interpreting services in these settings, the school district is responsible for securing external services. It is the responsibility of parents who are deaf or hard of hearing to notify the school administration of their need for interpreting services at school-related events.

Interpreting for Parents and Staff Who Are Deaf or Hard of Hearing

School districts often raise questions regarding the district's responsibility for providing interpreting services to the deaf parents of hearing children. In response to these concerns, the United States Department of Justice affirmed the district's responsibilities, relating them to compliance with the ADA:

Some commenters asked for clarification about the responsibilities of public school systems under section 504 and the ADA with respect to programs, services, and activities that are not covered by the Individuals with Disabilities Education Act (IDEA), including, for example, programs open to parents or to the public, graduation ceremonies, parent-teacher organization meetings, plays and other events open to the public, and adult education classes. Public school systems must comply with the ADA in all of their services, programs, or activities, including those that are open to parents or to the public. For instance, public school systems must provide program accessibility to parents and guardians with disabilities to these programs, activities, or services, and appropriate auxiliary aids and services whenever necessary to ensure effective communication, as long as the provision of the auxiliary aids results neither in an undue burden or in a fundamental alteration of the program. (28 C.F.R. § 35.102)

To clarify, federal law mandates that school districts provide interpreters for deaf or hard of hearing parents at school activities such as concerts, parent-teacher meetings, and graduations. Under the ADA, an individual who provides interpreting services in these situations must be "an interpreter who is able to interpret effectively, accurately, and impartially both receptively and expressively, using any necessary specialized vocabulary" (28 C.F.R. § 35.104).

Educational interpreters who meet the qualifications contained within this definition may be able to interpret in these situations. However, if educational interpreters do not possess the requisite skills to perform interpreting services in these settings, the school district is responsible for securing external services.

APPENDIX A

Educational Interpreter Skill Competencies

The evaluation team uses the EIPA rating form to evaluate the interpreter's abilities (online at <http://www.boystownhospital.org/EIPA/performance/EIPARatingForm.pdf>). The samples are rated in the following domains:

- grammatical skills—the use of prosody (or intonation), grammar, and space;
- sign-to-voice interpreting skills—the ability to understand and convey child/teenager sign language;
- vocabulary—the ability to use a wide range of vocabulary, accurate use of finger spelling and numbers; and
- overall abilities—the ability to represent a sense of the entire message, use appropriate discourse structures, and represent who is speaking.

Evaluators use a Likert scale to assess specific skills. Scores for each skill range from 0 (no skills demonstrated) to 5 (advanced nativelike skills). The scores from all three evaluators are averaged for each skill area and each domain, as well as the overall test score. An individual's EIPA score is the summary score. For example, an interpreter should report his or her score as EIPA Secondary PSE 4.2, which shows the grade level, the language, and the summary EIPA score.

EIPA Rating Form

The following are domains of skills and specific skills evaluated by the EIPA:

I. Interpreter Product: Voice to Sign

Prosodic Information

A. Stress/emphasis for important words or phrases	0	1	2	3	4	5
B. Affect/emotions (i.e., appropriate use of face and body)	0	1	2	3	4	5
C. Register	0	1	2	3	4	5
D. Sentence boundaries (i.e., no run-on sentences)	0	1	2	3	4	5

Nonmanual Information

E. Sentence types and clausal boundaries indicated	0	1	2	3	4	5
F. Production and use of nonmanual adverb and adjective markers	0	1	2	3	4	5

Use of Signing Space

G. Use of verb directionality/pronominal system	0	1	2	3	4	5
H. Comparison/contrast, sequence, and cause/effect	0	1	2	3	4	5
I. Location/relationship using ASL classifier system	0	1	2	3	4	5

Interpreter Performance

J. Follows grammar of ASL or PSE (if appropriate)	0	1	2	3	4	5
K. Uses English morphological markers (if appropriate)	0	1	2	3	4	5
L. Clearly mouths the speaker's English (if appropriate)	0	1	2	3	4	5

II. Interpreter Product: Sign to Voice (Fluency/Pacing, Clarity and Volume of Speech)

Can read and convey the signer's

A. Signs	0	1	2	3	4	5
B. Finger spelling	0	1	2	3	4	5
C. Register	0	1	2	3	4	5
D. Nonmanual behaviors and ASL morphology	0	1	2	3	4	5

Vocal/Intonational Features

E. Speech production (rate, rhythm, fluency, volume)	0	1	2	3	4	5
F. Indication of sentence/clausal boundaries (not run on speech)	0	1	2	3	4	5
G. Sentence types	0	1	2	3	4	5
H. Emphasis on important words, phrases, affect/emotions	0	1	2	3	4	5

Word Choice

I. Correct English word selection	0	1	2	3	4	5
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Interpreter performance

J. Adds no extraneous words/sounds to message	0	1	2	3	4	5
---	---	---	---	---	---	---

III. Vocabulary

Signs

A. Amount of sign vocabulary	0	1	2	3	4	5
B. Signs made correctly	0	1	2	3	4	5
C. Fluency (rhythm and rate)	0	1	2	3	4	5
D. Vocabulary consistent with the sign language or system	0	1	2	3	4	5
E. Key vocabulary represented	0	1	2	3	4	5

Finger Spelling

F. Production of finger spelling	0	1	2	3	4	5
G. Spelled correctly	0	1	2	3	4	5
H. Appropriate use of finger spelling	0	1	2	3	4	5
I. Production of numbers	0	1	2	3	4	5

IV. Overall Factors

Message Processing

A. Appropriate eye contact/movement	0	1	2	3	4	5
B. Developed a sense of the whole message V-S	0	1	2	3	4	5
C. Developed a sense of the whole message S-V	0	1	2	3	4	5
D. Demonstrated process lag time appropriately V-S	0	1	2	3	4	5
E. Demonstrated process lag time appropriately S-V	0	1	2	3	4	5

Message Clarity

F. Follows principles of discourse mapping	0	1	2	3	4	5
--	---	---	---	---	---	---

Environment

G. Indicates who is speaking	0	1	2	3	4	5
------------------------------	---	---	---	---	---	---

APPENDIX B

Educational Interpreter Knowledge Competencies

The following text, with hyperlinks, is published by Educational Interpreter Performance Assessment (EIPA) Center online at <http://www.classroominterpreting.org/EIPA/standards/contentstandards.asp>. The Web site is produced and maintained by the Boys Town National Research Hospital, where the EIPA Center is located. In addition to the individual hyperlinks, we provide here the EIPA's headings under each core standard.

EIPA Written Test and Knowledge Standards

Content Knowledge Standards

Before the EIPA Written Test could be developed, professionals at the EIPA Diagnostic Center who are experts in the field of educational interpreting set specific standards (content knowledge standards) regarding the knowledge educational interpreters must possess in order to be successful in the classroom setting. These standards deal with a variety of areas that educational interpreters must understand.

These standards are not intended to be exhaustive. They reflect minimum competencies, not a substitute for formal learning. The questions on the EIPA Written Test were developed from these core standards. All interpreters planning to take the EIPA Written Test and the EIPA Performance Test can obtain a copy of these standards before taking either test.

The EIPA Written test was reviewed, evaluated, and rated by a panel of experts in the field to ensure that it accurately reflects the information educational interpreters should know. These experts included interpreters, interpreter educators, deaf consumers, and teachers of the deaf.

To review the objectives of each core standard, click on the specific standard below.

Cognitive Development

<http://www.classroominterpreting.org/EIPA/standards/cognitivedev.asp>

Culture

<http://www.classroominterpreting.org/EIPA/standards/deafculture.asp>

Education

<http://www.classroominterpreting.org/EIPA/standards/education.asp>

Guidelines for Professional Conduct

<http://www.classroominterpreting.org/EIPA/standards/guidelines.asp>

Interpreting

<http://www.classroominterpreting.org/EIPA/standards/interpreting.asp>

Language Development

<http://www.classroominterpreting.org/EIPA/standards/languagedev.asp>

Linguistics

<http://www.classroominterpreting.org/EIPA/standards/linguistics.asp>

Literacy

<http://www.classroominterpreting.org/EIPA/standards/literacy.asp>

Medical Aspects of Deafness

<http://www.classroominterpreting.org/EIPA/standards/medical.asp>

Roles & Responsibilities

<http://www.classroominterpreting.org/EIPA/standards/roles.asp>

Sign Systems

<http://www.classroominterpreting.org/EIPA/standards/sign.asp>

Student Development

<http://www.classroominterpreting.org/EIPA/standards/studentdev.asp>

Technology

<http://www.classroominterpreting.org/EIPA/standards/technology.asp>

Tutoring

<http://www.classroominterpreting.org/EIPA/standards/tutor.asp>

APPENDIX C

Codes of Professional Conduct

NAD-RID CODE OF PROFESSIONAL CONDUCT: THE SEVEN TENETS

1. Interpreters adhere to standards of confidential communication.
2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
4. Interpreters demonstrate respect for consumers.
5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
6. Interpreters maintain ethical business practices.
7. Interpreters engage in professional development.

EIPA GUIDELINES FOR PROFESSIONAL CONDUCT

- When interpreting, communication regarding the interpreting process shall remain between the student and the interpreter. Communication regarding content knowledge should be conveyed to the teacher.
- Interpreters must maintain confidentiality about issues surrounding interpreting for a student. In general, information can be shared freely with the student's education team. For example, interpreters may discuss aspects of interpreting with the education team, such as the role of the interpreter, classroom logistics, the student's comprehension of language, communication style and mode, managing new vocabulary, and visual aspects of the classroom.
- Communication between the interpreter and student of a personal nature may need to be shared with district administration, such as discussion of abuse, suicide, drug use, weapons, threats, etc. It is important for the educational interpreter to be fully aware of district policy and to inform the student of his or her responsibility to share information of this type with administration.
- Ethical fitness requires the ability to recognize moral challenges and respond with deliberation, an understanding of the difference between right and wrong, and the ability to make a decision regarding it.
- Interpreters must be prepared to share information regarding the role and function of interpreters in their classroom with general education teachers.
- Educational programs have standards for staff behavior, which apply to all professionals within the educational setting, including interpreters.
- Interpreters should not teach formal sign language classes unless they have specialized training.
- Participation in the activities of professional interpreting organizations benefits the interpreter's professional development.
- Interpreters should dress in a professional manner appropriate to the educational setting.

APPENDIX D

Roles Matrix

STUDENT	INTERPRETER	TEACHERS and ADMINISTRATORS
<ul style="list-style-type: none"> • Participate in <i>all</i> classroom activities and complete assignments as directed by the teacher • Pay attention to the interpreter and teachers during class • Be aware that he or she has the right to a qualified interpreter and the right to appeal if one is not provided • Indicate when he or she does not understand the speaker • Indicate when he or she does not understand the interpreter's signs so that the interpreter can clarify or change them • Ask questions directly of the teacher or person with whom he or she is communicating, not the interpreter • Maintain eye contact with the person or group of persons with whom he or she is communicating • Be aware that the interpreter will voice all reasonably signed communication (e.g., conversations taking place during class time) and, if the conversation is private, make the interpreter aware of that fact • Accept personal responsibility for his or her own academic and behavioral performance • Be aware that personal conversations with interpreters should not occur in the classroom while the teacher is teaching • Follow the rules of the classroom • Review communication needs with administrators, teachers, and the interpreter 	<ul style="list-style-type: none"> • Adhere to the NAD-RID Code of Professional Conduct and the EIPA Guidelines for Professional Conduct • Accurately interpret instructional information including the subtlety and nuances that the speaker conveys • Convey students' questions or replies to questions to the teacher and the class in the language level used by the student • Encourage teachers/staff and deaf and hard of hearing students to speak directly to one another while he or she is facilitating and assisting in communication • Work in a given setting, keeping in mind that each class has its own procedures and technical language; understand the material; and interpret the subject (e.g., health education class, school counseling services) without personal bias or emotion • Preview new class material and become familiar with it • Consult with the deaf or hard of hearing student, members of the deaf and hard of hearing community, and/or members of the interpreting community regarding appropriate signs for new or technical terminology in order to avoid introducing erroneously invented sign vocabulary • Interpret questions on a test while ensuring that the answer is not divulged • Translate a student's signed message into English word order to assist the student's written English skills 	<p style="text-align: center;">Teachers</p> <ul style="list-style-type: none"> • Review the IEP and become familiar with any accommodations or modifications needed by the student • Ensure that interpreters have access to all materials necessary for adequate preparation • Use visual strategies for communicating important information such as writing assignments and test dates on the board, utilizing maps, graphs, overhead projectors, and/or other technology • Be available on a regular basis for consultation and collaborative planning with the interpreter • Ensure, in collaboration with the interpreter, that the student is able to make effective use of interpreting services including checking for understanding during instruction directly with the student • Respect the individuality of the deaf or hard of hearing student while maintaining the same expectations for the student's behavior and performance that are appropriate for all students • Accept responsibility for classroom management of all students including any deaf or hard of hearing students • Direct questions regarding the student's academic progress to the administrator, teacher of the deaf and hard of hearing, and/or resource teacher, not the interpreter • Direct questions regarding interpreting to the interpreter privately or after class

STUDENT	INTERPRETER	TEACHERS and ADMINISTRATORS
<ul style="list-style-type: none"> • Participate in IEP meetings when appropriate • Ask teachers to repeat directions if he or she does not understand them • Notify teachers and the interpreter if seating, lighting, or sound in the room is causing problems with communication for him or her • Inform teachers if he or she is experiencing difficulties with class work and/or the need for tutoring services • Notify the interpreter and teachers if he or she is unable to attend class • Collect his or her notes from the designated note taker 	<ul style="list-style-type: none"> • Sign all spoken messages and voice all signed messages in class • Be available to provide information about the dynamics of interpreting at educational conferences, IEP review meetings, and parent-teacher interviews • Assist school staff and other individuals by providing information or referring them to other sources on deaf culture and sign language • Be familiar with school rules • Consider carefully his or her attire in order to reduce the eye strain of the deaf or hard of hearing student • Position him- or herself close to the teacher in order for the student to be able to view both with ease • Maintain confidentiality of information regarding students such as grades, behavior, and personal information • Stay in the role of interpreter during the interpreting process • Interpret what is spoken or signed without censorship • Identify conflicts of interest and, in consultation with school administration, have in place strategies for dealing with conflicts that might arise • Stay current on developments in the interpreting profession by maintaining memberships in professional interpreter organizations. 	<p style="text-align: center;">Administrators</p> <ul style="list-style-type: none"> • Arrange for the interpreter and the student to meet prior to the beginning of the school year • Arrange for interpreter scheduling • Ensure that staff and students receive information and/or in-service training regarding the role of the interpreter, instructional strategies for working with a deaf or hard of hearing student, and integration of the student into the school community • Make available information for staff and students on deaf culture, assistive technology, activities in the deaf community where appropriate • Ensure that interpreting and note-taking services are included in the IEP when appropriate and are implemented accordingly • Support interpreter professional development opportunities • Monitor interpreting services by communicating with classroom teachers, student, interpreter, and parents as needed • Be available for conflict resolution

APPENDIX E

Professional Development

School district: _____ Date: _____

Name: _____ School: _____

Educational level: ☐ BA/BS ☐ MA/MS ☐ PhD/EdD

Certifications: _____ CR cycle: _____

Overall goal statement: _____

GOALS FOR PROFESSIONAL GROWTH AND DEVELOPMENT NOTE: DEVELOP NO MORE THAN ONE PROFESSIONAL SERVICE GOAL FOR THE FIVE-YEAR CYCLE.			
<small>Terminology: <i>Content</i> = knowledge and standards, general curriculum; <i>Professional Service</i> = actively participating with an organization; <i>Interpreting Methods/Assessment</i> = attending training, obtaining certifications, actual skill performance and practice</small>			
Year: _____	<input type="checkbox"/> Content	<input type="checkbox"/> Professional Service	<input type="checkbox"/> Interpreting Methods/Assessment
1.			
Year: _____	<input type="checkbox"/> Content	<input type="checkbox"/> Professional Service	<input type="checkbox"/> Interpreting Methods/Assessment
2.			
Year: _____	<input type="checkbox"/> Content	<input type="checkbox"/> Professional Service	<input type="checkbox"/> Interpreting Methods/Assessment
3.			
Year: _____	<input type="checkbox"/> Content	<input type="checkbox"/> Professional Service	<input type="checkbox"/> Interpreting Methods/Assessment
4.			
Year: _____	<input type="checkbox"/> Content	<input type="checkbox"/> Professional Service	<input type="checkbox"/> Interpreting Methods/Assessment
5.			

Principal's signature

Educational interpreter's signature

Goal-Setting Form

Name: _____

School: _____

School year: _____

Cycle year (*circle one*): 1 2 3 4 5

Area (*check one*):

☐ CONTENT ☐ PROFESSIONAL SERVICE ☐ INTERPRETING METHODS/ASSESSMENT

Goal (what I will accomplish):

Strategies (how I will accomplish it):

Monitoring process (criteria for success; how progress will be monitored):

Supportive evidence (what I will submit or complete):

Expected date of completion: _____

Comments:

Professional Goals Model Goal Monitoring Summary

Name: _____

School: _____

School year: _____

Cycle year (*circle one*): 1 2 3 4 5

Goal setting conference: (required)	Date: _____ Initials of educational interpreter: _____
Midyear conference: (required)	Date: _____ Initials of educational interpreter: _____
Final conference: (required)	Date: _____ Initials of educational interpreter: _____
RESULTS	<input type="checkbox"/> Met <input type="checkbox"/> Not met

Principal/administrator's signature

Educational interpreter's signature

Date

APPENDIX F

Interpreter Credentials

Within the educational setting, tremendous value is placed on the educational background of any given employee or potential employee. While this is also true for educational interpreters, the more highly valued commodity is the possession of the required level of skill to effectively interpret. This may mean that an educational interpreter with a baccalaureate degree may not be the best candidate for an educational interpreter position unless they can demonstrate that they possess the skill level to effectively interpret. However, an educational interpreter with appropriate credentials and a postsecondary education will likely be the best candidate. Naturally, credentials, education, and years of experience must be taken into consideration when employing educational interpreters.

It is the responsibility of a district to evaluate whether or not a candidate for an educational interpreter position possesses the skill-based and knowledge-based competencies (see appendixes A and B) to interpret effectively in a preK–12 setting. The most effective way a district can determine whether or not an educational interpreter possesses the required skill set is through certification and/or assessment.

SKILL-BASED COMPETENCIES

A. The Educational Interpreter Performance Assessment

The Educational Interpreter Performance Assessment (EIPA) is an assessment tool that has been adopted by South Carolina to assess the skill levels of interpreters working in a preK–12 setting.

The following is a description of the five levels that EIPA-assessed interpreters may earn based on the generic abilities interpreters have been able to demonstrate. Typically, individuals earning an evaluation level of less than 3.5 will not possess the requisite abilities to provide effective interpretations within a preK–12 school setting. However, an interpreter falling below this level may be given conditional employment by a school district, with the stipulation that he or she meet the required level of advancement within one year. (More information on the EIPA can be found in appendix K).

According to the EIPA Web site, the following levels and descriptions apply:

Level 1: Beginner—Demonstrates very limited sign vocabulary with frequent errors in production. At times, production may be incomprehensible. Grammatical structure tends to be nonexistent. Individual is only able to communicate very simple ideas and demonstrates great difficulty comprehending signed communication. Sign production lacks prosody and use of space is minimal. An individual at this level is not recommended for classroom interpreting.

Level 2: Advanced Beginner—Demonstrates only basic sign vocabulary and these limitations interfere with communication. Lack of fluency greatly interferes with the ability to communicate. Sign production errors are common and sometimes interfere with communication. The interpreter often hesitates in signing, as if searching for vocabulary. Frequent errors in grammar are apparent, although basic signed sentences appear intact. More complex grammatical structures are typically difficult. Individual is able to read signs at the word level but complete sentences often require repetitions and repairs. Some use of prosody and space, but use is inconsistent and often incorrect. An individual at this level is not recommended for classroom interpreting.

Level 3: Intermediate—Demonstrates knowledge of basic vocabulary, but may lack vocabulary for more technical, complex, or academic topics. Individual is able to sign in a fairly fluent manner using some consistent prosody, but pacing is still slow with infrequent pauses for vocabulary or complex structures. Sign production may show some errors but will not interfere with communication. Grammatical production may still be incorrect, especially for complex structures, but is in general, intact for routine and simple language. Comprehends signed messages but may need repetition and assistance, and voiced translation often lacks depth and subtleties of the original message. An individual at this level would be able to communicate very basic classroom content, but may incorrectly interpret complex information resulting in a message that is not always clear. An interpreter at this level needs continued supervision, and should be required to participate in continuing education in interpreting.

Level 4: Advanced Intermediate—Demonstrates broad use of vocabulary with sign production generally correct. Demonstrates good strategies for conveying information when a specific sign is not in their vocabulary. Grammatical constructions are generally clear and consistent, but complex information may still pose occasional problems. Prosody is good, with appropriate facial expression most of the time. May still have difficulty with the use of facial expression in complex sentences and adverbial nonmanual markers. Fluency may deteriorate when rate or complexity of communication increases. Uses space consistently most of the time, but complex constructions or extended use of discourse comprehension may still pose problems. Comprehension of most signed messages at a normal rate is good but translation may lack some complexity of the original message. An individual at this level would be able to convey much of the classroom content but may have difficulty with complex topics or rapid turn-taking.

Level 5: Advanced—Demonstrates broad and fluent use of vocabulary, with strategies for creating and communicating new words. Sign production errors are minimal and never interfere with comprehension. Prosody is correct for grammatical, nonverbal markers, and affective purposes. Complex grammatical constructions are typically not a problem. Comprehension of signed messages is very good, communicating all details of the original message. An individual at this level is capable of clearly and accurately conveying the majority of interactions within the classroom.

B. National Certification

While the EIPA specifically assesses skill levels for interpreters working within a preK–12 setting, national certification offered by either the Registry of Interpreters for the Deaf (RID) or National Association of the Deaf (NAD) evaluate the skill level of interpreters in other generic settings. NAD and RID formed the National Council on Interpreting (NCI) to, among other things, develop a National Interpreter Certification (NIC) test. This new test will replace the current RID generalist test (CI and CT). The NIC interview and performance tests will be available in 2006.

An interpreter possessing national certification should have the requisite skills necessary to function well in a preK–12 setting. According to the RID Web site, the following is a listing of national certifications and what generic abilities an interpreter possessing such certification should possess.

- NIC (National Interpreter Certification)

All three levels of this certification are considered professional-level certified interpreters. For the interview portion, certificate holders have demonstrated decision-making skills that meet or exceed basic professional standards. For the performance portion, certificate holders have demonstrated interpreting and transliterating performances that meet or exceed basic professional standards. Holders of all levels of the NIC are recommended for a broad range of interpretation and transliteration assignments.

NIC: Those who pass at this level have shown basic professional-level interpreting and transliterating skills.

NIC Advanced: Those who pass at this level have scored within the standard range on the interview portion and high on the performance portion of the examination.

NIC Master: Those awarded the NIC Master designation scored high on both the interview and performance portions of the test.

- RID Certificate of Interpretation (CI)

Holders of this certificate are recognized as fully certified in Interpretation and have demonstrated the ability to interpret between American Sign Language (ASL) and spoken English in both sign-to-voice and voice-to-sign. The interpreter's ability to transliterate is not considered in this certification. Holders of the CI are recommended for a broad range of interpretation assignments.

- RID Certificate of Transliteration (CT)

Holders of this certificate are recognized as fully certified in transliteration and have demonstrated the ability to transliterate between English-based sign language and spoken English in both sign-to-voice and voice-to-sign. The transliterator's ability to interpret is not considered in this certification. Holders of the CT are recommended for a broad range of transliteration assignments.

- RID Comprehensive Skills Certificate (CSC) [*no longer offered*]

Holders of this certificate have demonstrated that ability to interpret between American Sign Language and spoken English and to transliterate between spoken English and an English-based sign language. The CSC examination was offered until 1987. Holders of this certificate are recommended for a broad range of interpreting and transliterating assignments.

- RID Interpretation Certificate (IC) [*no longer offered*]

Holders of this partial certificate have demonstrated ability to interpret between American Sign Language and spoken English. This individual received scores on the CSC examination that prevented the awarding of full CSC certification or partial IC/TC certification to him or her.

- RID Transliteration Certificate (TC) [*no longer offered*]

Holders of this partial certificate have demonstrated ability to transliterate between English and a signed code for English. This individual received scores on the CSC examination that prevented the awarding of full CSC certification or partial IC/TC certification to him or her.

- NAD III (Generalist)

Holders of this certificate possess above-average voice-to-sign skills and good sign-to-voice skills, or vice versa. They demonstrate the minimum competence needed to meet generally accepted interpreter standards. Occasional words or phrases may be deleted, but the expressed concept is accurate. They have good control of the grammar of the second language. Their interpretation is generally accurate and consistent but is not qualified for all situations.

- NAD IV (Advanced)

Holders of this certificate possess excellent voice-to-sign skills and above average sign-to-voice skills, or vice versa. They demonstrate above average skill in any given area. Their performance is consistent and accurate. Their fluency is smooth, with little deleted, and the viewer has no question regarding their competency. Holders of this certificate should be able to interpret in most situations.

- NAD V (Master)

Holders of this certificate possess superior voice-to-sign skills and excellent sign-to-voice skills. They demonstrate excellent to outstanding ability in any given area. Their performance has a minimum of flaws. Holders of this certificate demonstrate the interpreting skills that are necessary in almost all situations.

MAINTAINING CERTIFICATION

It is noted that some of the certifications listed previously are no longer offered. Holders of *any* certification, whether currently or no longer offered, must retain this credential by participation in the Certificate Maintenance Program (CMP) through the Registry of Interpreters for the Deaf (RID). Any interpreter who does not participate in the CMP holds revoked certification. For more information on RID national certification and the CMP, you may visit RID's Web site at <http://www.rid.org>.

KNOWLEDGE-BASED COMPETENCIES

Educational interpreting is more than just knowing how to sign competently. Interpreting also requires one to be able to fluently and accurately process spoken and sign language simultaneously. It is also about being able to support the educational goals and outcomes as defined by the child's IEP. The educational interpreter provides equal access to a language rich environment, which provides educational access for deaf and hard of hearing children, a premise of the Individuals with Disabilities Education Act (IDEA). Educational interpreters need a broad understanding of knowledge-based competencies (see appendix B), which include such domains as language and cognitive development, educational practices, the IEP process, basic information about hearing loss and hearing aids, deaf culture, sign language and linguistics, and professional ethics.

The Educational Interpreter Performance Assessment Written Test (EIPA:WT) assesses the content knowledge essential to working with children or working in the schools by assessing an educational interpreter's knowledge of a variety of domains. This includes such domains as knowledge of language and cognitive development, educational practices, the IEP process, basic information about hearing loss and hearing aids, Deaf culture, sign language and linguistics, and professional ethics.

APPENDIX G

Sample Position Description

Position title: Educational Interpreter

Position description: The educational interpreter's primary function is to provide interpreting services to students who are deaf or hard of hearing, their classmates, the educational staff, and others involved in the education setting.

Position duties and responsibilities:

- to provide interpreting for deaf and hard of hearing students, classmates, educational staff and others involved in the education setting
- to participate in education team meetings
- to provide interpreting for other activities during the regularly scheduled school day as needed (i.e. field trips, IEP meetings, etc.)
- to prepare for interpreting (i.e., familiarization with the physical environment and with subject-area vocabulary and concepts)
- to perform other related duties as required

Administrative supervisors: principal, special education director

Performance supervisor: individual with expertise in the provision of interpreting services

Minimum qualifications:

- high school diploma
- national certification or Educational Interpreter Performance Assessment (EIPA) level 3.5
- successful completion of the Educational Interpreter Performance Assessment: Written Assessment
- fluency in English and in American Sign Language (ASL)
- adherence to the Registry of Interpreters for the Deaf and the Educational Interpreter Performance Assessment Codes of Professional Conduct

Preferred qualifications:

- graduation from a recognized interpreter training program (ITP)
- baccalaureate degree
- national certification and/or EIPA level 4.0+
- current membership in the state and/or national interpreting organizations

APPENDIX H

Salary Recommendations

Educational interpreters should be compensated according to market rates commensurate with their level of training and years of experience. The South Carolina Office of Human Resources classifies interpreters as state employees according to the following salary scale ranges:

Interpreter I..... \$19,659–\$36,375
 Interpreter II..... \$23,918–\$44,251
 Interpreter III..... \$29,102–\$53,846

EDUCATIONAL INTERPRETER SALARY SCHEDULE MATRIX				
Credentialed	Years of Experience	High School Diploma	Associate's Degree	Bachelor's Degree or Higher
Yes	0	Interpreter I	Interpreter II	Interpreter III
Yes	1–5	Interpreter II	Interpreter III	Interpreter III
Yes	5+	Interpreter II	Interpreter III	Interpreter III
No	0		Interpreter I	Interpreter II
No	1–5		Interpreter II	Interpreter III
No	5+	Interpreter I	Interpreter II	Interpreter III

How to use the above matrix:

1. Determine if the educational interpreter is credentialed—that is, if he or she either holds national certification or has attained a rating of level 3.5 or above on the Educational Interpreter Performance Assessment (EIPA).
2. Cross-reference the interpreter's credential status with the number of years of experience he or she has had.
3. Determine the highest level of education the educational interpreter has attained and cross-reference it with his or her credential status and years of experience. For example, an educational interpreter who has earned an associate's degree, holds a 3.5 EIPA certificate and has three years of experience is considered an Interpreter III.
4. Match the suggested interpreter level with the Office of Human Resources salary scale above.

APPENDIX I

Tips for Teachers and Administrators Working with Educational Interpreters

The Association of Visual Language Interpreters of Canada offers the following tips for teachers in working with an educational interpreter to help the deaf or hard of hearing student participate to the fullest possible degree in the mainstream educational setting:

- Be aware that interpreter will interpret in first person, using “I” to identify the speaker, whether he or she is deaf, hard of hearing, or hearing.
- Address the deaf or hard of hearing student directly in order to establish a rapport.
- Speak at a normal rate so that the interpreter is able to provide a smooth interpretation.
- Avoid movements that distract or block the students’ view of the interpreter or yourself.
- Provide the deaf or hard of hearing student and the interpreter with information on program structure and content in advance in order not only to facilitate the student’s ability to follow the process and comprehend information but also to allow the interpreter to research vocabulary and interpret content accurately.
- Use visual aids such as blackboards, promethium boards, and overhead projectors to provide additional information for deaf and hard of hearing students and interpreters.
- Do not say things to the interpreter in the presence of the deaf or hard of hearing student that you do not want interpreted.
- Make provisions for note taking for the deaf or hard of hearing student during class lectures—it is impossible for the student to watch the interpreter and take notes at the same time.
- Facilitate group discussions by identifying speakers and their repeating questions before you answer so that the deaf or hard of hearing student and the interpreter will know whose answers or comments are being discussed.
- Be aware that deaf or hard of hearing students may not notice that you have begun speaking if you and/or the interpreter are not in their line of vision.
- Be aware that if someone speaks inaudibly or more than one person speaks at the same time, the interpreter may need to intervene for clarification. The interpreter accomplishes this intervention by emphasizing that it is he or she who is requesting the clarification and repetition of the information.
- Be aware that the interpreting process requires intense concentration and stamina. Interpreters require a five- to ten-minute break each hour. If a lecture will run for over an hour without a break, a team approach (using two interpreters) should be used.

APPENDIX J

Tips for Students Who Are Deaf or Hard of Hearing

The following are some suggestions for deaf and hard of hearing students to help you in working with your interpreter and classroom teachers:

- Participate in *all* classroom activities.
- Follow *all* classroom rules.
- Complete *all* assignments as directed by your teacher.
- Pay attention to the interpreter and the teachers during class.
- Know that it is your right to have a qualified interpreter.
- Make it known when you do not understand the speaker.
- Make it known when you do not understand the interpreter.
- Ask your teacher questions directly.
- Do not ask your interpreter questions.
- Look at the group or person with whom you are talking.
- Know that if you sign, the interpreter will say what you are signing.
- Tell your interpreter first if what you will be signing is private.
- Accept responsibility for your school work.
- Accept responsibility for your behavior.
- Do not talk to the interpreter when the teacher is teaching.
- Tell your teacher, your interpreter, or the principal if your needs are not being met.
- Go to IEP meetings when that is appropriate.
- Ask your teacher to repeat a statement that you do not understand.
- Tell your teachers and interpreter if the environment is too dark or noisy for good communication.
- Tell your teachers if you have problems with class work and/or the need for tutoring services.
- Inform the interpreter and your teachers if you will not be coming to school or class.
- Collect notes from your note taker.

APPENDIX K

EIPA Performance Assessments

The following information is provided by the Boys Town National Research Hospital on its "Educational Interpreter Performance Assessment" Web page at <http://www.boystownhospital.org/EIPA/index.asp> (parenthetically cited within the main text of this document as Boys Town 2006c).

What Is the EIPA?

In 1991, Boys Town National Research Hospital in Omaha, Nebraska responded to requests for tools that could assess the proficiency of educational interpreters by developing the Educational Interpreter Performance Assessment (EIPA). The EIPA offers a family of products designed to provide

- accurate and timely assessment of educational interpreters;
- assessment of content knowledge needed to work in an educational setting;
- information for school administrators, educators and parents regarding the role and function of educational interpreters and the need for competent services; and
- guidance to departments of education at both the federal and state levels regarding issues of educating deaf and hard of hearing students in inclusive settings.

EIPA products and services are provided through the EIPA Diagnostic Center at Boys Town National Research Hospital. In keeping with the Hospital's mission, the Individuals with Disabilities Act (IDEA), and the No Child Left Behind Act, the Center is committed to making a difference in the quality of education for deaf and hard of hearing student.

What Is the EIPA Performance Assessment?

The EIPA Performance Assessment is a tool that evaluates the voice-to-sign and sign-to-voice skills of interpreters who work in the elementary through secondary classroom using videotape stimulus materials and a procedure that includes a comprehensive rating system. It allows evaluation of skills at differing grade and age levels, and accommodates the various modifications of sign systems and ASL used in classrooms across the country. In addition, it allows assessment of how well an educational interpreter implements IEP goals for the child.

EIPA Evaluation Process

To assess the skills of the individual interpreter, the EIPA utilizes two video samples of actual classroom settings called stimulus tapes. The first tape is used to assess the interpreter's receptive skills and the second to assess his or her expressive skills. The tapes are chosen based on the grade level (elementary or secondary) and the sign language or system he or she is using (ASL-PSE, PSE-ASL, or MCE-PSE).

Level	Receptive Stimulus Tapes	Expressive Stimulus Tapes
Elementary	Child signer using MCE	Five elementary classrooms, from 1st to 6th grade
	Child signer using PSE	
	Child signer using ASL	
Secondary	Teen signer using MCE	Two secondary classrooms
	Teen signer using PSE	
	Teen signer using ASL	

There are two sets of materials for each classroom setting and language, Form A and Form B. This means that if you want to test using the Elementary PSE materials, you have two choices: you select one of two classroom tapes and one of two student tapes.

Interpreting Sign Language to Spoken English

The sign-to-voice stimulus tapes show a student or a teenager who communicates mostly using the target sign language or system. It is rare that a student uses a textbook definition of a specific language. Rather, all of the students produce language that is more appropriately described as a mixture of languages. For example, the students signing PSE also include segments that are more ASL-like, as well as lexical borrowing from MCE.

The students were interviewed using a technique that maximizes complex responses and language. The edited stimulus videotapes contain the examiner's questions. Interpreters are given a warm-up period, where they are allowed to watch the student signing, without interpreting. Interpreters hear questions presented to the student in spoken English. They do not need to interpret these questions.

The videotape signals the interpreter to begin interpreting. The interpreter watches the interview with the student and interprets the student's responses into spoken English. The interpreters spoken interpretation is videotaped.

Like the language of all students, the language of the students in the tapes has errors in grammar and pronunciation, disorganizations in their communication and discourse cohesion, finger spelling that is both precise and imprecise, and references to people and places that are not properly identified. The interviewer is unknown to the student, so theoretically, the student should use properly introduced referents. However, like many children, especially those who are elementary-aged, they do not always do so. The language produced by these students reflects what educational interpreters encounter daily.

Spoken English to Sign Language Skills

There are two sets of classroom tapes: elementary and secondary. The elementary stimulus tapes include five different, authentic classrooms, ranging from grade one through grade six. All classroom content is challenging, containing lessons in science, reading, geography, or other complex subjects. The classroom tapes reflect typical classrooms in that all lessons are interactive, containing teacher and student dialogue, both requiring interpretation. There are frequent interchanges that question, discipline, scold, praise, warn, and challenge, in addition to the traditional exchange of information.

The secondary classroom tapes contain two classroom settings, representing a middle school and high school setting. As with the elementary classrooms, there are frequent student-teacher exchanges as well a variety of communication intentions such as information sharing, disciplining, and encouraging students.

The classroom tapes were selected to provide opportunities for a variety of discourse structures, spatial mapping, complex grammar, finger spelling, and the use of numbers. The teacher's talk includes many typical aspects of classroom discourse. Teachers in the videotapes often backtrack in their discourse, repair their own statements, self-reflect, and give clues about what may be tested in the future.

In the warm-up room, prior to watching and interpreting the classroom tape, interpreters are given a set of lesson plans that detail what they will interpret. These plans contain the goals and objectives of each lesson as well as key vocabulary. Testing sites are also permitted to provide a dictionary, or the interpreter may bring one. This is intended to reflect best practices where all interpreters should know basic information prior to interpreting. The interpreter is then videotaped interpreting this classroom tape.

The Evaluation Team

Both videotaped interpretations are evaluated at the EIPA Diagnostic Center at Boys Town National Research Hospital in Omaha, Nebraska. A team of three professionals, specially trained in administering the EIPA, evaluates the interpreting samples. At least one member of the team must be Deaf. All raters are fluent in the language that is being assessed. All undergo assessment training and rater monitoring to insure that results are accurate.

EIPA Performance Test: Rating System

The evaluation team uses the EIPA rating form to evaluate the interpreter's abilities (online at <http://www.boystownhospital.org/EIPA/performance/EIPARatingForm.pdf>). The samples are rated in the following domains:

- grammatical skills—the use of prosody (or intonation), grammar, and space;
- sign-to-voice interpreting skills—the ability to understand and convey child/teenager sign language;
- vocabulary—the ability to use a wide range of vocabulary, accurate use of finger spelling and numbers; and

- overall abilities—the ability to represent a sense of the entire message, use appropriate discourse structures, and represent who is speaking.

Evaluators use a Likert scale to assess specific skills. Scores for each skill range from 0 (no skills demonstrated) to 5 (advanced nativelike skills). The scores from all three evaluators are averaged for each skill area and each domain, as well as the overall test score. An individual's EIPA score is the summary score. For example, an interpreter should report his or her score as EIPA Secondary PSE 4.2, which shows the grade level, the language, and the summary EIPA score.

Results and Feedback

Along with the test results, each candidate receives specific feedback about their interpreting performance. This feedback helps the interpreter and his or her interpreter educator to create a professional plan for development. Feedback includes

- a copy of the rating form with the average score for each rated item and an average overall score,
- written feedback on interpreter's strengths and weaknesses,
- suggestions on how to improve areas in need of development, and
- a glossary of EIPA terminology.

The full report belongs to the interpreter. School districts and states may require the interpreter to submit their EIPA score, which is the overall single score for the entire test. If an agency or organization pays for the assessment, that entity may choose to request that an interpreter submit the full evaluation report; however, in most situations, this report is the sole property of the interpreter.

One of the greatest factors affecting the education of deaf and hard of hearing students in the regular education setting is the interpreter. A highly qualified interpreter is required to provide basic access to the classroom. When an educational interpreter lacks interpreting skills and knowledge needed to work as an effective education team member deaf and hard of hearing students cannot access the full content of the classroom. Because of this, they are not receiving an appropriate education.

How Can Educational Interpreters Take the EIPA?

For information on scheduling an EIPA assessment for educational interpreters, contact the SDE's Office of Exceptional Children.

What Is the EIPA Knowledge Assessment?

The Educational Interpreter Performance Assessment Written Test (EIPA:WT), assesses the content knowledge essential to working with children or working in the schools by assessing an educational interpreter's knowledge of a variety of domains. This includes such domains as: knowledge of language and cognitive development, educational practices, the IEP process, basic information about hearing loss and hearing aids, Deaf culture, sign language and linguistics, professional ethics, as well as other domains.

For further information on the EIPA:WT, contact the SDE's Office of Exceptional Children or go online to <http://spot.colorado.edu/~schick/knowledge.standards.html>.

The Educational Interpreter Performance Assessment (EIPA) Written Test is a multiple-choice test administered through the internet to a local computer. The test must be proctored and the site is password protected. You must register to take the test. Currently, the test consists of about 230 questions. It takes approximately one and a half to three hours to complete. Results will be provided within six weeks.

Glossary

American Sign Language (ASL). A visual-gesture language used by deaf people with a syntax and grammar that is different from the syntax and grammar of English. ASL has evolved over the last two centuries and is indigenous to the North American Deaf Community. ASL is acquired as the first language by deaf children who have deaf parents. It is important to recognize that not all forms of signing are ASL. ASL has recently been recognized by various governments as the official language of the deaf.

deaf community. A cultural group comprised of deaf persons who share similar attitudes towards Deafness. The “culturally Deaf community” is comprised of those persons who have a hearing loss, share a common language, values and experiences, and a common way of interacting with each other, with none members of Deaf community, and with the hearing community. The wider Deaf community is comprised of individuals [both Deaf and hearing] who have positive, accepting attitudes towards Deafness which can be seen in their linguistic, social, and political behaviors.

deaf culture. The beliefs, values, patterns of behavior, language, expectations, and achievements of members of the Deaf Community that are passed on from generation to generation.

hard of hearing. Hearing loss to the extent that makes difficult, but does not preclude, the understanding of speech through the ear alone, with or without a hearing aid.

interpreter. A professional with specialized training who facilitates communication between two or more people who do not share the same language, culture, or communication method.

interpreting. The process of reexpressing a message originally delivered from one language into another language. The essence of interpreting is the preservation of meaning across two languages, communities, and cultures.

national certification. Certification offered by either the Registry of Interpreters for the Deaf (RID) or the National Association of the Deaf (NAD) that evaluates the skill level of interpreters in generic settings and is used to verify that interpreters have met the minimum performance standards imposed by the particular evaluation process.

Registry of Interpreters for the Deaf (RID). A national organization providing information, certification, and advocacy for interpreters.

repetitive stress injury (RSI). A collection of injuries that are the result of the repetitive performance of a physical task with inadequate recovery time and rest at appropriate intervals. At least ten inflammatory conditions are associated with RSI.

National Association of the Deaf (NAD). A national nonprofit organization dedicated to providing advocacy for deaf and hard of hearing individuals.

South Carolina Association of the Deaf (SCAD). The state chapter of the National Association of the Deaf.

South Carolina Registry of Interpreters for the Deaf (SCRID). An affiliate chapter of the Registry of Interpreters for the Deaf.

transliterater. A professional with specialized training who facilitates communication between two or more people who share the same language but not the same language mode.

transliterating. The process of reexpressing into a particular language mode a message originally delivered in another language mode.